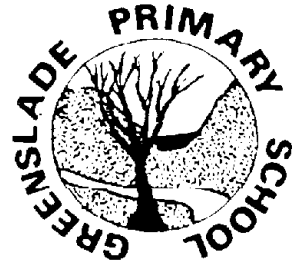


# A summary of our whole school data 2016-2017



## School profile

Number of children: 205

% Boys: 50%

% Girls: 50%

% White British: 48%

% Other ethnic groups: 52%

% EAL: 31%

% SEND: 19%

% Statements/ Education / Health Care Plans: 1%

% FSM: 9%

% Pupil premium: 22%

% More able:

***Classes discussed are at July 2017***

## Key Stage 2

The expected standard in the tests is a scaled score of 100 or above. The **national figures** are shown below:

	Percentage of pupils achieving expected standard (national)	Percentage of children achieving at higher standard
Reading	71%	25%
Grammar, Punctuation and Spelling	77%	31%
Mathematics	75%	23%
Writing (teacher assessment)	76%	(greater depth) 18%
Combined (Reading, writing and Maths)	61%	9%

The scaled scores range runs from 80 to 120 with 100 as the expected standard.

The **national average scaled scores** are shown below:

	National Average Scaled Score
Reading	104
Grammar, Punctuation and Spelling	106
Mathematics	104

The national average scaled score for the Grammar, Punctuation and spelling test is slightly higher than for the other subjects.

The outcomes at KS2 for **Greenslade** (based on tests in Reading, Maths and Grammar, Spelling and Punctuation and teacher assessment in Writing) are shown below:

	Percentage of Pupils achieving expected standard (Greenslade)	Percentage of pupils achieving expected standard (National)	Percentage of pupils achieving expected standard (LA)	Greenslade compared to national average	Greenslade compared to LA average
<b>Reading</b>	76%	71%	78%	+5%	-2%
<b>Grammar, Punctuation and Spelling (GPS)</b>	84%	77%	82%	+7%	+2%
<b>Mathematics</b>	88%	75%	82%	+13%	+6%
<b>Writing (teacher assessment)</b>	88%	76%	83%	+12%	+5%
<b>Science (teacher assessment)</b>	96%	82%	86%	+14%	+10%
<b>Combined (Reading, writing and Maths)</b>	76%	61%	70%	+15%	+6%

**Please note:** these results **do not** include 1 EAL child who joined us in Year 5 and has been removed from the final outcomes.

Greenslade figures for pupils meeting at least the expected standard were above the national average figures in all subjects, including the combined subjects.

Greenslade figures were also above the Local Authority figures in GP&S, Maths, Writing, Science and Combined subjects. Greenslade figures for Reading were just under Local Authority figures.

The average scaled scores for Greenslade are indicated below:

	Average Scaled Score (Greenslade)	Average Scaled Score (National)	Average scaled Score (LA)
Reading	105	104	105
Grammar, Punctuation and Spelling	106	106	107
Mathematics	107	104	106

Greenslade figures were in line with or above the national average scaled scores in all subjects. Greenslade figures were in line with or above LA in Reading and Maths but just below in GP&S.

**Target for next year: To continue to close the gap between percentages of children meeting the expected standard in Reading compared to the other subjects.**

### Higher standard

The higher standard is awarded to a child who achieved a scaled score of 110+ in Reading, Maths or GPS. In Writing, a teacher assessment of 'greater depth' is awarded.

	Greenslade	National	LA
Reading	24%	25%	29%
Writing (TA) greater depth	32%	18%	26%
Maths	36%	23%	30%
GP&S	24%	31%	39%
Combined RWM	16%	9%	13%

Figures indicate that the percentage of pupils reaching the higher standard in Reading was just under national figures and 4% below LA figures. In Writing, the percentage of pupils achieving the 'greater depth' standard was significantly above national figures and was above LA figures. This was a real strength this year and our Writing was externally moderated by both the LA and the Standards And testing Agency. In Maths, the percentage of pupils achieving the higher standard was above national and LA figures. In Grammar, Punctuation and Spelling, the percentage of children achieving the higher standard was below both national and LA figures. The percentage of children achieving the higher standard in the combined subjects was above the national figure, and was also above the LA figure.

**Target for next year: To increase the percentage of pupils achieving the higher standard in Reading (in line with or above national and LA figures). To increase the percentage of children achieving the higher standard in GP&S (in line with or above national and LA figures).**

## Groups

### *Males – Percentages achieving the expected or above*

<b>Males(17) (1 EAL boy removed)</b>	<b>Greenslade (Males)</b>	<b>Greenslade (All Children)</b>	<b>LA (Males)</b>	<b>National (Males)</b>	<b>National (All Children)</b>
<b>Reading</b>	82%	76%	76%	68%	71%
<b>GPS</b>	82%	84%	78%	73%	77%
<b>Maths</b>	94%	88%	81%	75%	75%
<b>Writing (TA)</b>	88%	88%	79%	70%	76%
<b>Combined RWM</b>	82%	76%	68%	57%	61%

### *Males Average Scaled Scores*

<b>Males (17) (1 EAL boy removed)</b>	<b>Greenslade (Males)</b>	<b>Greenslade (All Children)</b>	<b>LA (Males)</b>	<b>National (Males)</b>	<b>National (All Children)</b>
<b>Reading</b>	106	105	105	103	104
<b>GPS</b>	107	106	107	105	106
<b>Mathematics</b>	109	107	106	104	104

### *Females -Percentage achieving the expected standard or above*

<b>Females (8)</b>	<b>Greenslade (Females)</b>	<b>Greenslade (All Children)</b>	<b>LA (Females)</b>	<b>National (Females)</b>	<b>National (All children)</b>
<b>Reading</b>	63%	76%	80%	75%	71%
<b>GPS</b>	88%	84%	85%	81%	77%
<b>Maths</b>	75%	88%	83%	75%	75%
<b>Writing (TA)</b>	88%	88%	88%	82%	76%
<b>Combined RWM</b>	63%	76%	74%	65%	61%

### *Females – Average Scaled Scores*

<b>Females (8)</b>	<b>Greenslade (Females)</b>	<b>Greenslade (All Children)</b>	<b>LA (Females)</b>	<b>National (Females)</b>	<b>National All children</b>
<b>Reading</b>	105	105	106	105	104
<b>GPS</b>	105	106	108	107	106
<b>Mathematics</b>	105	107	106	104	104

These figures indicate that a larger percentage of males achieved the expected standard in Reading compared to girls. In Reading, males did well in comparison to males nationally and in comparison to males in the LA. They also did better compared to ALL children nationally. In Reading, females did not compare as well compared to females nationally nor compared to females in LA. They did not do as well compared to ALL children nationally.

A larger percentage of males achieved the expected standard in Maths compared to females. Males outperformed males nationally and in the LA, as well as ALL children nationally. The percentage of females reaching the expected standard in Maths was in line with females nationally but below that of females in the LA. The percentage of females achieving the expected standard in Maths was in line with ALL children nationally.

In Writing, males outperformed males nationally and in the LA. They also outperformed ALL pupils nationally. Females outperformed females nationally and in the LA, as well as ALL pupils nationally.

In GPS, the males and females performed better than both males and females nationally and in the LA.

Focus area for next year: Girls' reading, close gap between boys and girls in Maths

### ***EAL- Percentage achieving the expected standard***

<b>EAL (9) (1 child removed)</b>	<b>Greenslade (EAL)</b>	<b>LA (EAL)</b>	<b>National (EAL)</b>	<b>Greenslade (Non EAL)</b>	<b>LA (Non EAL)</b>	<b>National (Non EAL)</b>	<b>Greenslade (All children)</b>	<b>National (All children)</b>
<b>Reading</b>	67%	78%	65%	81%	78%	73%	76%	71%
<b>GPS</b>	89%	85%	78%	81%	79%	77%	84%	77%
<b>Maths</b>	89%	85%	76%	88%	80%	75%	88%	76%
<b>Writing (TA)</b>	89%	86%	74%	88%	81%	77%	88%	75%
<b>Combined RWM</b>	67%	72%	58%	81%	70%	62%	76%	61%

## ***EAL - Average Scaled Score***

<b>EAL (9) (1 child removed)</b>	<b>Greenslade (EAL)</b>	<b>LA (EAL)</b>	<b>National (EAL)</b>	<b>Greenslade (non EAL)</b>	<b>LA (non EAL)</b>	<b>Greenslade (All children)</b>	<b>National (All children)</b>
<b>Reading</b>	100	105	103	108	106	105	104
<b>GPS</b>	104	108	107	108	107	107	106
<b>Maths</b>	106	107	105	108	105	106	104

These figures show that our children with EAL performed favourably compared to EAL children nationally. They also performed well compared to ALL children nationally in all subjects except for in Reading. The percentage of children with EAL achieving the expected standard compared favourably with LA EAL children in GPS, Maths and Writing but was lower than LA figures for Reading and the combined subjects.

The percentage of children achieving the expected standard in GPS, Maths and Writing was either in line with or slightly higher than the percentage of non EAL but was less compared to non EAL children in Reading and the combined subjects.

**Focus area for next year: Children with EAL in Reading.**

## ***SEND (support) - Percentage achieving the expected standard***

<b>SEND support (6)</b>	<b>Greenslade (SEND)</b>	<b>LA (SEND)</b>	<b>National (SEND)</b>	<b>Greenslade (NON SEND)</b>	<b>LA (NON SEND)</b>	<b>National (NON SEND)</b>	<b>Greenslade (All children)</b>	<b>National (ALL children)</b>
<b>Reading</b>	50%	50%	37%	88%	87%	80%	76%	71%
<b>GPS</b>	67%	51%	39%	94%	91%	86%	84%	77%
<b>Maths</b>	83%	52%	41%	94%	91%	83%	88%	75%
<b>Writing (TA)</b>	67%	50%	34%	100%	93%	86%	88%	76%
<b>Combined RWM</b>	50%	34%	20%	88%	82%	70%	76%	61%



### **Average Scaled Scores**

<b>SEND support (6)</b>	<b>Greenslade (SEND)</b>	<b>LA (SEND)</b>	<b>National (SEND)</b>	<b>Greenslade (NSEND)</b>	<b>LA (NSEND)</b>	<b>National (NSEND)</b>	<b>Greenslade (All children)</b>	<b>National (ALL children)</b>
<b>Reading</b>	99	99	97	107	107	105	105	104
<b>GPS</b>	102	100	98	108	109	107	106	106
<b>Maths</b>	104	99	97	109	107	105	105	104

### **SEND (Statement/EHCP) – Percentage achieving the expected standard**

<b>Statement (2)</b>	<b>Greenslade (statement)</b>	<b>LA (statement)</b>	<b>National (statement)</b>	<b>Greenslade (All children)</b>	<b>National (ALL children)</b>
<b>Reading</b>	50%	14%	15%	76%	71%
<b>GPS</b>	50%	18%	16%	84%	77%
<b>Maths</b>	50%	21%	15%	88%	75%
<b>Writing (TA)</b>	50%	21%	13%	88%	76%
<b>Combined RWM</b>	50%	12%	8%	76%	61%

Figures for Greenslade indicate that the percentage of SEND children achieving the expected standard in Reading, GPS, Maths, Writing and the combined subjects was above that of SEN children nationally and in the LA. Compared to ALL children nationally, SEND children did well in Maths.

The average scaled score for SEND children in Reading, GPS and Maths was above that of SEND children nationally and was in line with or above the scaled scores for SEND children in the LA. In Maths, the scaled score for SEND children was also in line with that of ALL children nationally.

### **White British -Percentage achieving the expected standard**

<b>WB (9)</b>	<b>Greenslade (WB)</b>	<b>LA (WB)</b>	<b>National (WB)</b>	<b>Greenslade (All children)</b>	<b>National (All children)</b>
<b>Reading</b>	89%	75%	73%	76%	71%
<b>GPS</b>	89%	74%	76%	84%	77%
<b>Maths</b>	89%	77%	75%	88%	75%
<b>Writing (TA)</b>	89%	78%	77%	88%	76%
<b>Combined RWM</b>	89%	66%	62%	76%	61%

## Other ethnicities – Percentage achieving the expected standard

Other ethnicities (16)	Greenslade (Any other Asian background) (3)	LA (Any other Asian background)	National (Any other Asian background)	Greenslade (Caribbean) (1)	LA (Caribbean)	National (Caribbean)
Reading	67%	80%	73%	0%	79%	66%
GPS	100%	89%	85%	100%	83%	74%
Maths	100%	91%	84%	0%	78%	67%
Writing (TA)	100%	90%	81%	100%	82%	72%
Combined RWM	67%	79%	68%	0%	72%	54%
	Greenslade (Other Black African) (1)	LA (Other Black African)	National (Other Black African)	Greenslade (Pakistani) (2)	LA (Pakistani)	National (Pakistani)
Reading	100%	72%	N/A	50%	83%	63%
GPS	100%	84%	N/A	100%	93%	80%
Maths	100%	81%	N/A	50%	88%	74%
Writing (TA)	100%	85%	N/A	100%	95%	75%
Combined RWM	100%	68%	N/A	50%	80%	56%
	Greenslade (Refused) (1)	LA (Refused)	National (Refused)	Greenslade (White European) (3)	LA (White European)	National (White European)
Reading	100%	100%	N/A	67%	76%	N/A
GPS	0%	83%	N/A	67%	82%	N/A
Maths	100%	100%	N/A	100%	82%	N/A
Writing (TA)	100%	100%	N/A	67%	82%	N/A
Combined RWM	100%	100%	N/A	67%	70%	N/A
	Greenslade (White/Asian) (5)	LA (White Asian)	National (White/Asian)			
Reading	80%	73%	78%			
GPS	80%	82%	84%			
Maths	100%	82%	81%			
Writing (TA)	80%	78%	82%			
Combined RWM	80%	69%	70%			

## Average Scaled Scores

WB (9)	Greenslade (WB)	National (WB)	LA (WB)	Greenslade (All children)	National (All children)
Reading	112	104	105	105	104
GPS	110	106	105	106	106
Maths	110	104	104	107	104

Other ethnicities (16)	Greenslade (Any other Asian background) (3)	National (Any other Asian background)	LA (Any other Asian background)	Greenslade (Caribbean) (1)	National (Caribbean)	LA (Caribbean)
Reading	104	104	106	98	103	105
GPS	110	109	111	100	105	106
Maths	107	107	110	98	102	104
	Greenslade (Other Black African) (1)	National (Other Black African)	LA (Other Black African)	Greenslade (Pakistani) (2)	National (Pakistani)	LA (Pakistani)
Reading	100	N/A	104	102	102	106
GPS	103	N/A	108	104	107	109
Maths	104	N/A	105	104	104	106
	Greenslade (Refused) (1)	National (Refused)	LA (Refused)	Greenslade (White European) (3)	National (White European)	LA (White European)
Reading	103	N/A	108	98	N/A	105
GPS	99	N/A	108	101	N/A	107
Maths	102	N/A	108	109	N/A	107
	Greenslade (White/Asian) (5)	National (White/Asian)	LA (White Asian)			
Reading	105	106	106			
GPS	106	108	107			
Maths	107	106	106			

Figures indicate that WB children did well compared to WB children nationally and in the LA. They also performed favourable compared to ALL children nationally.

Numbers of children in other ethnic groups are possibly too small for any differences to be significant.

### **Disadvantaged - Percentage achieving expected standard**

Disadvantaged (9)	Greenslade (Dis.)	National (Dis.)	LA (Dis.)	Greenslade (Non dis.) (16)	National (Non dis.)	LA (Non dis.)	Greenslade (All children)	National (All children)
Reading	89%	60%	73%	69%	77%	82%	76%	71%
GPS	89%	66%	75%	81%	82%	87%	84%	77%
Maths	100%	63%	75%	81%	80%	87%	88%	75%
Writing (TA)	100%	66%	77%	81%	81%	88%	88%	76%
Combined RWM	89%	48%	64%	69%	67%	77%	76%	61%

### ***Average Scaled Scores***

<b>Disadvantaged (9)</b>	<b>Greenslade (Dis.)</b>	<b>National (Dis.)</b>	<b>LA (Dis.)</b>	<b>Greenslade (Non dis.) (16)</b>	<b>National (Non dis.)</b>	<b>LA (Non dis.)</b>	<b>Greenslade (All children)</b>	<b>National (All children)</b>
<b>Reading</b>	<b>105</b>	<b>101</b>	<b>104</b>	<b>105</b>	<b>105</b>	<b>107</b>	<b>105</b>	<b>104</b>
<b>GPS</b>	<b>106</b>	<b>104</b>	<b>106</b>	<b>107</b>	<b>107</b>	<b>109</b>	<b>106</b>	<b>106</b>
<b>Maths</b>	<b>106</b>	<b>102</b>	<b>104</b>	<b>108</b>	<b>105</b>	<b>107</b>	<b>107</b>	<b>104</b>

A larger percentage of our disadvantaged children achieved the expected standard in all subjects, including the combined compared to non-disadvantaged children. Our disadvantaged pupils out-performed disadvantaged pupils nationally and in the LA.

**Target: To maintain current success with disadvantaged children by the end of KS2.**

## Progress

The new progress measures are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. Progress scores will be centred around 0, with most schools within the range of -5 to +5.

- A score of 0 means pupils in this school on average do about **as well** at KS2 as those with similar prior attainment nationally.
- A positive score means pupils in this school on average do **better** at KS2 than those with similar prior attainment nationally.
- A negative score means pupils in this school on average do **worse** at KS2 than those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any Progress. Rather, it means they made less progress than other pupils nationally with similar starting points. For example, if a school has a maths score of -4, this would mean that on average pupils in this school achieved 4 scaled scores less than other pupils nationally with similar starting points.

**Progress** - Figures do not include progress for one boy who joined Greenslade in Year 5 from overseas.

	Reading Greenslade	Reading National	Writing Greenslade	Writing National	Maths Greenslade	Maths National
<b>All children</b>	<b>0.1</b>	<b>0.0</b>	<b>2.7</b>	<b>0.0</b>	<b>1.9</b>	<b>0.0</b>
<b>Males (16)</b>	0.9	-0.3	2.5	-0.8	3.0	0.6
<b>Females (8)</b>	-1.3	0.3	3.1	0.8	-0.5	-0.7
<b>Not pupil premium (not disadvantaged) (15)</b>	-0.6	0.3	1.9	N/A	1.5	0.3
<b>Pupil premium (disadvantaged) (9)</b>	1.4	-0.7	4.0	N/A	2.5	-0.6
<b>No special needs (16)</b>	1.4	0.3	3.5	0.5	2.6	0.3
<b>SEN support (6)</b>	-1.3	-1.2	2.4	-2.2	3.2	-1.1
<b>Statement/EHCP (2)</b>	-5.4	-3.7	-3.1	-4.3	-8.5	-4.1
<b>Not EAL (16)</b>	1.5	-0.1	2.2	-0.3	1.7	-0.4
<b>EAL (8)</b>	-2.5	0.3	3.5	1.4	2.2	2.1
<b>White British (9)</b>	2.1	-0.1	1.9	-0.3	1.2	-0.4
<b>Any other Asian Background (3)</b>	-1.2	0.2	3.7	1.6	2.5	1.9
<b>Black Caribbean (1)</b>	-3.0	-0.4	3.7	0.8	-3.5	0.6
<b>Other Black African (1)</b>	-3.9	N/A	11.0	N/A	0.8	N/A
<b>Pakistani (2)</b>	-6.1	-0.7	-1.9	1.2	-4.7	2.5
<b>Refused (1)</b>	4.8	N/A	6.4	N/A	3.3	N/A
<b>White European (2)</b>	-1.9	N/A	0.5	-0.4	8.5	-0.5
<b>White/Asian (5)</b>	1.2	0.8	3.6	0.4	3.6	-0.1

### **Reading:**

- Males made greater progress compared to females. Males made greater progress than males nationally.
- Females made less progress compared to females nationally.
- Disadvantaged children made better progress than non-disadvantaged children. Disadvantaged children made greater progress than disadvantaged children nationally. They also made greater progress than non-disadvantaged children nationally.
- EAL children made less progress than non-EAL children. They also made less progress compared to EAL nationally.
- White British children made good progress compared to White British children nationally.

**Target: EAL children, females, SEN**

### **Writing:**

- Progress in Writing was a real strength for this cohort
- Females made greater progress than males. However, both made greater progress compared to their groups nationally.
- Pupil Premium children made greater progress than non- pupil premium.
- Children with support for SEN made good progress compared to SEN children nationally.
- Children with EAL made very good progress and greater progress than non-EAL children. They also made greater progress compared to EAL children nationally.
- White British children made greater progress than White British children nationally.

### **Maths:**

- Progress for this cohort was above national.
- Males made very good progress. Females made less progress than males. Males made much greater progress compared to males nationally. The progress of females was broadly in line with females nationally.
- Disadvantaged children made good progress and made more progress than non-disadvantaged children. They also made more progress than disadvantaged children nationally as well as non-disadvantaged children nationally.

- Children with SEN support made very good progress and greater progress than non SEN children. They also made greater progress than SEN children nationally.
- EAL children made good progress and greater progress than non EAL children. Their progress was in line with EAL children nationally.

## Key Stage 1

Results for Key Stage 1 are shown below:

	Working at expected standard or above (Greenslade)	Working at expected or above (National)	Working at expected or above (LA)	Working at greater depth (Greenslade)	Working at greater depth (National)	Working at greater depth (LA)
Reading	77%	76%	80%	27%	25%	32%
Writing	73%	68%	76%	13%	16%	24%
Maths	80%	75%	81%	30%	21%	30%
Combined RWM	70%	64%	73%	13%	11%	9%
Science	83%	83%	85%			

These figures indicate that Greenslade was above national percentages for pupils reaching the expected standard in Reading, Writing, Maths and the combined subjects. We were in line with national percentages for reaching the expected standard in Science. We were above national percentages for children reaching the Greater Depth standard in Reading, Maths and the combined subjects but just below national percentages for Greater Depth in Writing.

**Target for next year:**

**Greater Depth writing.**

## Groups

### Gender – percentages meeting the expected standard or above

Males (16)	Greenslade (Males)	Greenslade (All Children)	LA (Males)	National (Males)	National (All Children)
Reading	81%	77%	76%	71%	76%
Maths	94%	80%	79%	74%	75%
Writing	75%	73%	71%	62%	68%
Combined RWM	75%	70%	68%		64%

Figures for Greenslade indicate that Males performed better than males nationally and in the LA in all subjects. Figures for Males were also in line with or above ALL children nationally.

Females (14)	Greenslade (Females)	Greenslade (All Children)	LA (Females)	National (Females)	National (All Children)
Reading	71%	77%	85%	80%	76%
Maths	64%	80%	84%	76%	75%
Writing	71%	73%	82%	75%	68%
Combined RWM	64%	70%	78%		64%

Figures for Greenslade indicate that the percentage of girls reaching the expected standard or above in Reading, Writing and Maths was below that of girls nationally as well as in the LA. It is worth noting that four of the girls who did not reach the expected standard in all subjects also have SEND.

### Target for next year:

**Girls in Reading, Writing, Maths and the combined subjects.**



### Disadvantaged – percentages meeting the expected standard or above

Pupil Premium (11)	Greenslade (dis.)	LA (dis.)	Greenslade (non dis.)	National (non dis.)	LA (non dis.)	Greenslade (All children)	National (All children)
Reading	64%	71%	84%	79%	84%	77%	76%
Maths	55%	73%	95%	79%	85%	80%	75%
Writing	64%	67%	79%	72%	80%	73%	68%
RWM	55%	63%	79%		77%	70%	64%

Figures indicate that the percentage of disadvantaged pupils achieving the expected standard or above in all subjects was less than for non-disadvantaged pupils. Percentages of disadvantaged children achieving the expected standard or above in all subjects was also lower than that of disadvantaged pupils in the LA. Compared to non-disadvantaged nationally, our disadvantaged pupils did less well.

It is worth noting that four of the pupils who did not achieve the expected standard in Reading, Writing and Maths also have SEND. When the SEND children are extracted from this group, 100% of disadvantaged children met the expected standard in Reading and Writing.

### Targets for next year:

The group of disadvantaged children who did not reach the expected standard will need continued targeted support into Year 3. Close the gap between disadvantaged and non-disadvantaged pupils in year 2 next year.

### EAL – percentages meeting the expected standard or above

EAL (15)	Greenslade (EAL)	National (EAL)	LA (EAL)	Greenslade (NEAL)	National (NEAL)	LA (NEAL)	Greenslade (All children)	National (All children)
Reading	73%	72%	82%	80%	77%	80%	77%	76%
Maths	73%	74%	84%	87%	76%	80%	80%	75%
Writing	73%	67%	80%	73%	69%	75%	73%	68%
RWM	67%		76%	73%		71%	70%	64%

Figures indicate that percentages of children with English as an Additional Language meeting the expected standard in Reading and writing was in line with or above that of children with EAL nationally. In Maths, the percentage meeting the expected standard was just under that of EAL children nationally.

### **White British – percentages meeting the expected standard or above**

<b>WB (12)</b>	<b>Greenslade (WB)</b>	<b>National (WB)</b>	<b>LA (WB)</b>	<b>Greenslade (All children)</b>	<b>National (All children)</b>
<b>Reading</b>	75%	76%	76%	77%	76%
<b>Maths</b>	83%	76%	78%	80%	75%
<b>Writing</b>	75%	68%	71%	73%	68%
<b>Combined RWM</b>	75%		67%	70%	64%

Figures for Greenslade indicate that the percentage of WB pupils achieving the expected standard or above in Maths, Writing and was higher than that of WB pupils nationally and was also higher than ALL pupils nationally. In Reading, the percentage of WB pupils meeting the expected standard in Reading was broadly in line with WB pupils nationally and in the LA .

### **Other ethnicities – percentages meeting the expected standard or above**

	<b>Reading</b>	<b>National</b>	<b>Writing</b>	<b>National</b>	<b>Maths</b>	<b>National</b>	<b>Combined</b>	<b>National</b>
<b>Any other Asian background (1)</b>	0%	90%	0%	74%	100%	79%	0%	<b>N/A</b>
<b>Any other mixed background (3)</b>	100%	79%	100%	71%	100%	77%	100%	<b>N/A</b>
<b>Indian (1)</b>	100%	83%	100%	79%	100%	85%	100%	<b>N/A</b>
<b>Nigerian (1)</b>	100%	N/A	100%	N/A	100%	N/A	100%	<b>N/A</b>
<b>Other Black African (2)</b>	100%	N/A	100%	N/A	50%	N/A	50%	<b>N/A</b>
<b>Pakistani (2)</b>	50%	72%	50%	66%	50%	72%	50%	<b>N/A</b>
<b>White European (4)</b>	75%	N/A	75%	N/A	75%	N/A	75%	<b>N/A</b>
<b>White other (1)</b>	0%	70%	0%	N/A	0%	N/A	0%	<b>N/A</b>
<b>White/Asian (2)</b>	100%	81%	50%	75%	100%	80%	50%	<b>N/A</b>
<b>White/black Caribbean (1)</b>	100%	73%	100%	64%	100%	70%	100%	<b>N/A</b>
<b>All Greenslade children</b>	77%	76%	73%	68%	80%	75%	70%	64%

Statement/EHCP (1)	Greenslade	National (statement/EHCP)	LA (statement/EHCP)	National (ALL children)
Reading	0%	14%	9%	75%
Maths	0%	14%	9%	75%
Writing	0%	9%	10%	68%
RWM	0%	8%	8%	64%

**SEND – percentages meeting the expected standard or above**

SEN Support (4)	Greenslade (SEND)	National (SEND)	LA (SEND)	Greenslade (NSEND)	National (NSEND)	LA (NSEND)	Greenslade (All children)	National (ALL children)
Reading	0%	34%	46%	92%	84%	89%	77%	76%
Maths	0%	35%	50%	96%	83%	89%	80%	75%
Writing	0%	23%	39%	88%	77%	85%	73%	68%
RWM	0%	N/A	35%	84%	N/A	82%	70%	64%

Figures indicate that our SEND children did less well than SEND children nationally and compared to All children nationally in terms of reaching the expected standard in all subjects.

**Targets for next year: To continue to provide support for group of SEND children into Year 3.**

## Phonics Check

### Year 1 test

Greenslade 2012	Greenslade 2013	Greenslade 2014	Greenslade 2015	Greenslade 2016	Greenslade 2017	LA 2017	National 2017
50%	70%	77%	83%	79%	83%	84%	81%

The table indicates the percentage of children who passed the phonics check. The check involved the children reading a range of phonetically decodeable words out of context, half of which were 'nonsense' words. The pass mark was 32 out of a possible 40. Children either passed or failed, there is no grading into higher, middle and lower levels. Our results reflect a 4% increase compared to last year. Greenslade figures are above national, but just under LA figures.

**Targets for next year: To continue to provide on-going Reading and phonics support into Year 2 for the 5 children that did not pass the check.**

### Phonics Year 2 retakes

Greenslade 2013	Greenslade 2014	Greenslade 2015	Greenslade 2016	Greenslade 2017	LA 2016	National 2016
87%	82%	86%	50% (3 out of 6)	67% (4 out of 6)	57%	62%

This table represents the number of successful retakes of the year 2 children who did not pass the phonics check when they were in Year 1.

**Targets for next year: The two children who did not pass the phonic check re-take in Year 2 will need continued support for Reading into Year 3.**

